DOCUMENT RESUME

ED 122 066 CE 006 924

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TITLE Competency-Based, Capstone, Comprehensive Occupational Teacher Education Project. Final Report.
INSTITUTION Michigan Univ., Ann Arbor. School of Education.
SPONS AGENCY Michigan State Dept. of Education, Lansing.
PUB DATE 15 Oct 75
NOTE 17p.; Addendum B, a reprint of "Utilizing Competencies in the Development of a Baccalaureate Occupational Teacher Education Program," from the summer 1975 issue of Journal of Industrial Teacher Education, has been removed because of copyright restrictions; For the 1973-74 project report, see ED 099 567

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Educational Objectives; Individualized Instruction; *Individualized Programs; *Performance Based Teacher Education; *Preservice Education; *Program Descriptions; Program Effectiveness; Program Evaluation; Student Teaching; Teacher Education; Teaching Skills; *Vocational Education Teachers

ABSTRACT

The final report represents the 1974-75 preservice, teacher education component of the University of Michigan's Occupational Teacher Education Program. Begun July 1, 1971, and extended through August 31, 1975, the program utilized a competency-oriented approach to teacher training. The program was comprehensive and did not distinguish among occupational service areas for its professional course content; common professional teaching competencies, individualized learning contracts, and directed teaching experiences wwere aspects of the program. The document reports briefly on the degrees to which eight project objectives were achieved in the year 1974-75. Tables show the status of previous program graduates, the occupational areas of students in the program, and their levels of academic performance. It is recommended that the program be continued at the same operational level with emphasis on meeting the preservice needs of prospective vocational-technical teachers and on the development of individualized instructional materials. A three-page program abstract and a two-page curriculum outline are appended. (AJ)

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FINAL REPORT

COMPETENCY-BASED, CAPSTONE, COMPREHENSIVE OCCUPATIONAL TEACHER EDUCATION PROJECT

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FINAL REPORT

COMPETENCY-BASED, CAPSTONE, COMPREHENSIVE
OCCUPATIONAL TEACHER EDUCATION PROJECT

Introduction

This project began July 1, 1974, and was extended to August 31, 1975. This project was a continuation of a project funded through the Michigan Department of Education commencing July 1, 1971. This report represents the preservice, teacher education component for The University of Michigan's 1974-75 personnel development funds. The initial project and subsequent funding was used to develop and implement the Competency-Based, Capstone, Comprehensive Occupational Teacher Education Program at The University of Michigan. The undergraduate program, via this project, was gradually institutionalized. See Addendum A for a current abstract of the program. Further, see Addendum B for a copy of the manuscript from the Journal of Industrial Teacher Education, Summer, 1975. This article describes the underlying assumptions, provisos, and process for the development of the program. Previous final reports may be obtained from either the sponsor or the Occupational Education Programs at The University of Michigan. The 1973-74 project report was reproduced by ERIC and may be located by ERIC Code Number CE002654. The financial report

for this project will be forwarded under separate cover by the University of Michigan, Accounting Department.

Objectives

The project report was organized using the objectives outlined within the proposal submitted August 9, 1974, to the sponsor.

Objective 1: To provide competency-based, inservice occupational teacher training to approximately ten occupational teachers.

During 1974-75, fourteen students were inservice enrollees. These students were employed at least part-time, for pay, as instructors of occupational programs in Michigan schools. The group was comprised of instructors and included: two automotive, four health occupations, two dental assistants, one auto body repair, and one radiologic technologist.

Objective 2: To provide competency-based occupational teacher training to approximately twenty-five students currently seniors at The University of Michigan.

During academic year 1974-75, twenty-nine students were graduated from the program. A cumulative follow-up of graduates from the inception of the program was conducted during January and February, 1975. Table 1 depicts the status of the graduates. An additional twenty-two students, not included in Table 1 data, were graduated from the program during 1974-75.

TABLE 1

STATUS OF GRADUATES FROM THE UNDERGRADUATE OCCUPATIONAL TEACHER EDUCATION PROGRAM AS OF THE END OF FALL TERM 1974

Status of Graduates		No. of Graduates
Total Number of Graduates*		43
Graduates Employed		43
Graduates Involved in Education		36
Secondary Instruction	16	
Community College	10	
Inservice Education for Industry	5	
University	2	
Boys Training School	1	
Intermediate School District	1	
Full-Time Graduate Student	1	
Graduates in Industry		7
Graduates Unemployed		0
Percent Involved in Education		84%

*The program began Fall Term, 1974

54 students had been admitted for at least two years for the two year program.
6 are still enrolled as part-time students.
5 students have not been enrolled during the past year. None of the students exited on academic probation.

Objective 3: To recruit thirty to forty occupational education students to The University of Michigan. The recruited students will qualify for junior standing; include approximately fifty percent with health occupations backgrounds; include students from high demand industrial teacher areas such as auto body, refrigeration and air conditioning, welding, and food service; and include at least fifteen percent minority students.

Thirty students were admitted to the program during 1974-75. (See Table 2 for a breakdown of occupational areas of these students.)

TABLE 2

OCCUPATIONAL AREAS OF STUDENTS IN THE UNDERGRAD... OCCUPATIONAL TEACHER EDUCATION PROGRAM AS OF FALL TERM, 1974

Occupational Areas	No. of Students	Minority
Automotive	2	0
Drafting	1	0
Auto Body	3	2
Office Occupations	3	2
Culinary Arts	1	0
Electronics	1	0
Data Processing	1	0
Health Occupations/Nursing	6	3
Respiratory Therapy	4	1
Dental Hygiene/Assisting	6	0
Radiology	1	0
Medical Lab Technology	1	0
TOTAL	30	7
Health Occupations 60%		
Minority 24%		

Objective 4: To provide ten to sixteen semester hours of competency-based teacher training to the junior students recruited.

Competency-based teacher education courses were offered to the enrolled junior students, per the curriculum outline. (See Addendum C for a copy of the curriculum outline.) The courses D319, D592, E462, E362, and E460 were provided to junior students. With few exceptions, the junior students enrolled and completed the courses listed. Student teaching was also provided to senior students. Students enrolled in the program were required to do a full semester of student teaching unless they had taught for at least three months, for pay, prior to the student teaching term. Table 3 describes the academic performance of students enrolled in the program through Fall Term, 1974. The data were collected during January and February, 1975.

Objective 5: To refine and further validate current professional occupational teacher education competencies with special emphasis on competencies required to teach the socio-economically disadvantaged.

The objective was addressed via the judgmental process within the Occupational Education staff. Several courses were substantially revised in content for delivery during the 1974-1975 term. The courses included: E463, E460, D592, and the E362, E363, E364 series.

The D592 and E463 courses were based in Detroit. These courses were designed to provide direct, sheltered, socio-economic experiences to the students.

TABLE 3

ACADEMIC PERFORMANCE OF OCCUPATIONAL EDUCATION UNDERGRADUATES ENROLLED FALL TERM, 1974

Number of students enrolled	56
Cumulative U of M semester hours credit	1,761
Cumulative U of M semester hours credit qualifying for honor points (directed teaching, teaching practicum, and pass/fail classes earn credit but not honor points)	1,609
Cumulative U of M honor points	5,468
Mean GPA	3.398
Mean semester hours completed U of M per student	31.45
Mean semester hours enrolled per term per student	15.5

*Seven other occupational education students were not enrolled for Fall Term classes. The seven students possess similar characteristics. The students were not enrolled for a variety of reasons and will likely complete the program.

Objective 6: To develop or acquire instructional modules appropriate for preparing competent occupational teachers.

The Center for Vocational-Technical Education, the Ohio State University, was contacted regarding instructional modules which could be used within the Occupational Education Program. Staff members met and discussed the various options with the Center staff and indicated a desire to use certain modules. No modules on a mass distribution basis were available through the Center during Academic Year 1974-1975.

Instructional modules were used for the E462 course in the area of audio-visual equipment. These modules were available through the Self-Instruction Laboratory, School of Education, The University of Michigan. Students developed competence in the audio-visual area via this delivery strategy. Assessment of competencies was facilitated by instructional personnel from Occupational Education through the aegis of E462.

The D592 Practicum for Occupational Education was facilitated by the use of one module which was also the course syllabus. The technique, although not frequently used, made an outstanding contribution to the course and program. The module/syllabus was provided to both the students and the field-based supervisors.

The course series E362, E363, E364, also incorporated instructional modules. Approximately 50% of the instructional content was delivered through the modules, and this permitted class time to be used as a seminar.

Objective 7: To develop a competency-based course syllabus for beginning teachers of occupational education.

A competency-based approach to working with beginning teachers was addressed by this project. Data secured during 1973-74 from previous graduates and reported in the 1973-74 final report, provided direction and significant cues for the course content. An attempt was made to utilize the existing occupational education extension course sequence to address

beginning teacher needs. This effort, at best, only tapped a few students. The identification of beginning teacher target groups hampered a pilot project.

Objective 8: To provide leadership for development of in-service competency-based, capstone, occupational teacher education at The University of Michigan.

Technical assistance was provided to the University of Michigan - Flint. Products of this effort included the addition of an Occupational Education faculty member by the University of Michigan - Flint. Syllabi and other related information from the Ann Arbor program was transmitted to the Flint program. It is expected that the Ann Arbor program will be replicated, with minor adaptation, to the Flint situation. Conversations were also initiated to establish and develop guidelines for vocational certification of the prospective Flint graduates. Authority for recommendation of vocational certification from the University of Michigan - Flint was vested with the Ann Arbor Occupational Education Programs.

This project was extended to August 31, 1975, to facilitate an inservice Health Occupations Curriculum Development Institute. Monies were expended to provide field-based experiences and to utilize resource persons during the workshop. The curriculum development institute was jointly sponsored by this project, the Smart Family Foundation, the National Institutes of Health, and the School of Education at The University of Michigan.

Recommendations

Based upon the experiences during the past project year, the following recommendations evolved.

1. The Undergraduate Occupational Teacher Education Program should be continued and should address both inservice and preservice needs of occupational teachers. Emphasis should be given to the preservice needs of prospective vocational-technical teachers.

2. Given the same financial commitment, both without and within the School of Education, the program should be continued at the same operational level.

3. Continued internal quotas should be established to relate teacher supply needs to the recruitment process.

4. The occupational teacher education competencies should be closely scrutinized and approximately two semester hours should be reduced in the professional education block.

5. Continued follow-up of graduates should be conducted to provide validation data related to occupational teacher competencies.

6. Continued emphasis needs to be placed on the identification and/or development of instructional materials which would be appropriate for individualized instructional strategies.

7. A project proposal should be developed which would address a systems approach to the identification and delivery of instruction for beginning teachers of occupational education.

8. Liaison between the University of Michigan - Flint, and the Ann Arbor campus should be continued. The Ann Arbor operation should be oriented toward a preservice and "pioneering" effort. The Flint program should focus primarily on part-time and inservice needs of prospective occupational teachers.

ADDENDA

ADDENDUM A

PROGRAM ABSTRACT

UNDERGRADUATE OCCUPATIONAL TEACHER EDUCATION

The University of Michigan
4003 School of Education
by Dan Vogler

The University of Michigan's Occupational Teacher Education Program utilizes a competency oriented approach to teacher training. The program is comprehensive and does not distinguish between occupational service areas such as T & I, health occupations, business, and distributive education for its professional course content. The technical content is quite different depending on the occupational subjects to be taught. Common professional teaching competencies are emphasized while individualized learning contracts and directed teaching experiences facilitate the application of these competencies to specific service areas.

The undergraduate preservice and inservice program began in the fall of 1971 with students recruited from community college vocational-technical curricula. Students with occupational work experience were given priority in enrollment, and those without work experience were enrolled in Structured Work Experience courses designed to provide on-the-job learning experiences. All students are encouraged

to maintain their occupational competence by participating in part-time work in their respective occupational areas during the program.

Students with a minimum of fifty-five semester hours of transfer credit and letters of recommendation enter the program as juniors and can complete the requirements in two years. Baccalaureate degrees are earned and graduates are qualified for general and vocational teacher certification.

One hundred thirty-seven competencies form the basis of the curriculum content for The University of Michigan's program. The competencies were chosen from the 384 competencies identified in the "Model Curricula for Vocational and Technical Teacher Education" project at The Center for Vocational and Technical Education, The Ohio State University. Competence is developed through a variety of learning experiences. These learning experiences include the development of professional competence in areas given minimal attention in many other teacher education programs; e.g., teaching the socio-economically disadvantaged, development of student-centered instructional techniques, and self evaluation through directed teaching. The curriculum schedule described as functional course titles is outlined in Figure I-1. The starting point within the schedule depends upon the entry skills possessed by the student. The competencies to be developed are grouped according to courses.

Interim evaluation of the Undergraduate Occupational Teacher Education Program has indicated success, courses have received high ratings in relation to other courses in the School of Education, attrition is less than five percent, and earned grade points are in excess of 3.00 for over seventy-five percent of the students.

Semester 1 Courses	Semester 2 Courses
Methods[1]	General Education
Micro-Teaching and A-V	Minor Requirements
Educational Psychology[1]	Foundations of Occupational Education[2]
Educational Sociology[1]	Electives
On-Site Aid/Observation	
Structured Work Experience	

SUMMER

Structured Work Experience

Semester 3 Courses	Semester 4 Courses
General Education	Directed Teaching[1]
Minor Requirements	
Electives	

Figure I-1: Curriculum Outline Described by Functional Course Titles[3]

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[1]Required for teacher certification.

[2]Required by Occupational Education Program.

[3]Courses and semesters may be interchanged with the limitation that directed teaching must be done with senior standing.

ADDENDUM C

OCCUPATIONAL TEACHER EDUCATION

TERM 1		TERM 2	
A330, or A301, or A325	2	E460 Foundations	2
C300 Ed. Psych.	3	E363 Occ. Proc. (S.W.E.*)	2-4
D319 Methods	3	Degree and minor requirements	12-14
D592 On-site Practicum	2		
E462 A.V. Media	2		
E362 Occ. Proc. (S.W.E.*)	2-4		
	14-16		16

SUMMER

E364 Occ. Proc. (S.W.E.*) 4

TERM 3		TERM 4	
E365 Occ. Proc. (S.W.E.*)	2-4	D301 Directed Teaching	12
Degree and minor requirements	12-14	D304 D.T. Seminar	2
	16		14

*Structured Work Experience. Elective if needed for certification.